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ABSTRACT

Following a brief introduction that defines types of business/education partnerships and outlines their financial and educational benefits for schools, students, and businesses, 24 profiles of existing and effective cooperative programs are presented. Profiles are given a page and a half to two pages of coverage and provide the following information for each program: brief narrative description, basic facts about the school districts served (location, program sponsors, program participation, budget, staffing), objectives, structure, and implementation procedures. Some representative programs included are the following: Arco/Joint Educational Project, Business and Industry Language Arts Project, Career Internship Program, Corporate Action in Public Schools, Mentor Program, Minority Entrepreneurship Program, Step-Into-Business, and Volunteer Career Counseling Project. Following the profiles, four resources are listed: "Baltimore's Adopt-a-School Program: A Fruitful Alliance of Business and Schools"; "Corporate Action in Pubic Schools"; "It's Working...Collaboration in Career Education"; and "Programs to Combat Stereotyping in Career Choice." For each resource is provided basic bibliographic information, price, short annotation, and the publisher's address. (BPB)

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PARTNERS FOR THE 80's

Business and Education

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Preface

The health and vitality of America's public school system and the business sector are inextricably linked. The success or failure of public education has fundamental implications for business and industry. Business leaders are becoming more concerned about public education; they want to help—and they are turning to educators to find out how they can lend their support. Although there have been scattered efforts across the country emanating from career, vocational and economic education programs, more attention needs to be directed to developing partnerships between business and the public schools.

This publication is intended to advance the state-of-the-art in business/education partnerships. The profiles presented here are representative, but certainly not inclusive, of what is going on in school districts across the nation. Although they are not universal models, it is reasonable to assume that these partnerships between business and education can be adapted to other settings to suit the special needs of individual school districts and businesses. However, certain basic elements appear essential to success in every case. They are:

- an informed school staff, committed to improving and expanding career exploration and realistic career planning as they continue to address basic education;
- an involved business community willing to share its knowledge and expertise;
- a program designed to bridge the differences in orientation and objectives between the two.

NSVP believes this document will serve as a constructive tool for the development of business/education partnerships. It emphasizes the richness and diversity of existing programs and shows what magic things can happen when schools and businesses unite, unselfishly, to help the youth of today become the leaders and work force of tomorrow.

Sandra T. Gray
Executive Director

Introduction

VOLUNTEERISM: *A LOOK INTO THE 80's*

As our society advances into the 80's, we can confidently anticipate benefits not available to persons elsewhere in the world. America is a strong and free country because of the thriving voluntary sector composed of thousands of neighborhood groups, churches, unions and private institutions of learning. These institutions, involving an estimated 50 million Americans, expand services to advance the cause of social justice and to meet the unmet needs in education, economics, and technical development. Yet, because of the pressures of an increasingly uncertain economic environment, America's volunteerism is in a fragile state.

Educational institutions feel the pressures as well. Youth unemployment and delinquency are on the rise while student test scores and performance in the basic skills do not match our aspirations. Shortages of skilled craftsmen and technicians prevail. Significantly, mothers, the largest source of volunteerism in the past for the schools, are entering the work force in record numbers.

In urban communities, career planning has often provided the only impetus for breaking the "inner city cycle," and without it, students face higher dropout rates, non-challenging jobs and inadequate salaries, all of which contribute to higher crime rates, social disorganization, negative self-concepts, feelings of hopelessness, and a waste of human aptitude and resources.

The reality is that when students do not receive adequate planning assistance for their careers:

- potential employers must "make do" with new employees coming into their organizations without proper information and preparation;
- young men and women attempt to enter the job market without the background to choose the employment in which they can succeed, reap enjoyment and benefit from their work;
- society is denied the maximum productivity from young citizens who are dissatisfied with and/or poorly qualified for work situations.

Employers and other segments of the community are increasingly aware that they have a stake in the schools and a role to play in improving them. Volunteerism is a strategy for promoting business/education partnerships. Inadequate education today results in an unprepared labor force tomorrow. And we will all pay the cost of lifetime dependency on society for those who do not succeed in school.

THE ROLE OF BUSINESS IN THE SCHOOL

With the exception of some work done by local Chambers of Commerce, National Alliances of Business, Junior Achievement groups, and a few corporations, initiatives taken to improve education have been the work of the public sector, particularly government agencies. There has been no broad

based effort in this area by private enterprise, which has a major stake in the quality of such programs.

Yet, business/education partnerships make sense when viewed from the perspective of the corporations. Businesses need to exercise their social responsibility. They prefer to see initiatives occur in the private sector through individual and group action, rather than government. Profitability, which is directly linked to the health of the surrounding community, is not likely to occur where consumers are poor, ignorant or oppressed. The number of businesses leaving industrial centers for the Sunbelt and suburbia seem to corroborate this theory.

Businesses have a vested interest in education. Among other reasons, they pay substantial tax dollars. In New York, for example, 40% of the business community contributes about 40% of the city's education budget, giving that particular community a tremendous stake in education. Improved education may decrease the costs businesses must assume for extra training and recruitment, accidents and injuries within plants, and ultimately, larger welfare rolls.

Business is interested in education because it is concerned with slowing the accelerating cost curve. It can also provide expertise that is not readily available to education. This means innovative ways must be found, especially through volunteerism, to add or enhance equipment and services which schools cannot afford. Most significantly, business can offer students the information they need about the economic system and career options which will insure a better educated and well-prepared labor pool from which to draw. Business can also help to expand the school curriculum or work with education in the areas of management, strategic long range planning, personnel and payroll, and in setting priorities for seeking outside funding.

Through business/education partnerships, new coalitions must be built that involve not only people from business but from community organizations that have a long and significant record of improving the local quality of life. In short, the health of any community is directly linked to the success of the educational institutions within it.

SUCCESSFUL BUSINESS/SCHOOL PARTNERSHIPS

Across the country many different business/school partnerships are functioning to meet the needs of students. In some partnerships, there is a direct link between business and the school volunteer program. In others, such as the adopt-a-school program, a group or organizational project exists. A third type of program is the released time or loan personnel program in which a business gives over employee time to the school system. Finally, there are businesses that give gifts of dollars or materials. These programs are not usually seen as business/education partnership programs though they certainly encourage the development of closer linkages with the schools.

What are the keys to improving, expanding and insuring the success of these cooperative programs? The most important elements of a successful

partnership are mutual trust and respect. Too often, corporations are perceived as a font of monetary resources rather than a source for educational talent. In turn, education is looked upon as being interested only in monetary resources. These misconceptions often stop or inhibit programs from becoming successful.

Second, there must be a commitment from top level management. Unless the senior executive officer of a business, the school board and the superintendent are prepared to devote dollars and people there can be little lasting success for the programs.

Third, the programs must have a legitimacy that is developed in stated policy. This means adopting objectives, measures for evaluation, and standards for performance so that expectations are clear and written. Likewise, the school district must have a delivery system to assist the schools in their partnership programs. This is usually the school volunteer program.

In addition, chief executive officers and top school administrators should make their interest in these programs known to their employees and the public through house newsletters, magazines, public appearances, and through annual recognition of volunteers who work in the schools.

Finally, there must be a good working relationship between the business/school partners and the community. If established community organizations are left on the outside of these programs, it is unlikely that the success of the programs will be as great.

THE BENEFITS

Everyone benefits from successful business/school partnerships:

STUDENTS profit from a higher quality of education, more varied programs and better preparation and knowledge of the world of work.

SCHOOLS benefit from the additional financial aid and expertise volunteered by business and community resources. The schools gain support and respect from the community as well as an understanding of American corporate life.

BUSINESS will discover positive affects on employee moral and an increased prestige within the community, both resulting in increased profits. Business will gain a better understanding of educaton and enjoy greater participation in the decision-making process.

The COMMUNITY will benefit from a healthy educational environment and a better prepared labor force from which to draw. The success of a community depends on the prosperity of the business world and its schools.

A partnership between American business and educational institutions is derived from mutual interest in improving learning opportunities and fostering a productive economy. Once these interests are achieved we, as citizenry, are able to turn our attention to the welfare of others beyond our boundaries. In an age of technological, social and economic interdependence this will be essential.

A WORD ABOUT OLDER VOLUNTEERS. . .

There is a growing realization that the largest untapped source of talent to assist in schools is our growing number of senior citizens. Today, the United States has more healthy, well-educated, financially independent older adults than all the rest of the world, and this "boundless resource" grows each year.

The majority of men and women who retire in their 60's are still vigorous. They are relieved of family responsibilities and are keenly interested in staying active in their communities. They have followed the work ethic all their lives and find an endless routine of card playing, golf or television unsatisfying and demeaning.

These people have talents, energy and time, skill, accumulated knowledge, compassion and years of experience in human relations. Together they can bring to the classroom first-hand experience in a myriad of careers. They have time to listen to children who are troubled or shy, and time to relate to those who don't have the opportunity to interact with adults.

Older school volunteers, working with teachers who request them, lend an extra pair of hands and eyes. They bring enrichment opportunities and expand the resources of the school. They help the school to reach out into the community to create better understanding of school problems and to develop support.

Older school volunteers provide role models for children and help them to develop new and positive attitudes toward older people, along with an increased level of respect for the aged.

School districts are discovering that the presence of older school volunteers in the classroom has a beneficial effect on attitudes toward learning and on behavior. Attendance improves when older volunteers come to school and motivation for learning increases.

The older school volunteer benefits, too. Older adults who have led busy and productive lives need to continue to feel that they are needed, that they can contribute to society, that they have opportunity for accomplishment and commendation. They enjoy work which elicits their creativity and sense of responsibility. Older adults have a strong motivation for work which rises from the satisfaction of internal needs for personal growth.

Older volunteers work as tutors, classroom aides or living historians. They provide enrichment activities in a variety of subjects. People retiring from business and industry are able to enhance career education programs by sharing with students direct information about career opportunities, prerequisites for hiring, what they liked or disliked about their chosen field, and what kind of lifestyle a particular career can offer.

Older volunteers can help in hundreds of ways, just as other volunteers do.

Profiles

Each of the following program profiles presents two types of information:

1. Basic facts about the school districts served:
   - location
   - program sponsors
   - program participation
   - budget
   - staffing

and

2. Description of the objectives, structure and actual operation.

WHICH PARTNERSHIP MATCHES
YOUR SCHOOL AND BUSINESS COMMUNITY GOALS?

ACTION LEARNING

Started 1974

Description: Action learning is a program based on business-school cooperation in which students, as unpaid interns and volunteers, have opportunities to explore careers and gain "hands-on" experience in occupations they select.

Location: Minneapolis, Minnesota

Sponsor: Greater Minneapolis Chamber of Commerce

Participation: *schools in district:* 75
schools participating: 8
students participating: 10-40 per year (varies with school staff changes)

Start-up Budget: 4/5 from business community
1/5 from Minneapolis Public Schools

Annual Budget: Same as Start-Up Budget

Staffing: 1/4 time of Professional Staff Member

Objectives:

1. Prepare students to make informed career choices.
2. Provide information about training and education for specific careers.
3. Help students acquire basic work habits of orderliness, punctuality and responsibility.
4. Allow business to assume a role in the education of the young.

Structure:

Two basic learning models are employed in the Action Learning Program:

APPLIED LEARNING uses business experience as a supplement and enrichment to academic courses such as English, Social Studies, Science, Business, and Home Economics. Internships, community study, or extended observations are used as a way to "reality test" course content, gather data, investigate issues and make use of what is learned in class.

CAREER EXPLORATION focuses on giving students first-hand experiences in occupational areas of interest to them. Students are placed inside an organization to find out what people in particular jobs do on a day-to-day basis, what technical and interpersonal skills are required, and how decisions in that industry are made. This is also an opportunity to test individual student competence to fill specific occupational roles.

School credit is sometimes awarded depending on the student's level of involvement, time commitment and the responsibility assumed.

Implementation:

There are no set procedures for beginning an Action Learning Program because each company and school is different in resources, operations, needs, and interests.

For Action Learning to be successful, business and school personnel must share the responsibility.

Business Guidelines:

1. Gain support of chief executive.
2. Design a program suited to the available resources.
3. Set goals and objectives.
4. Learn as much as possible about the school, neighborhood, students, etc.,
5. Give teachers or school Action Learning coordinators direct exposure to the company. (This allows the school to make careful student placements.)
6. Provide for a company manager to plan and coordinate the program in the company and with the school.
7. Determine that company and school expectations are compatible.
8. Set-up evaluation procedures.

School Guidelines:

1. Staffing may be done in a number of ways, including:
   a. *Faculty member* serving as program coordinator on a part or fulltime basis for each school:
      - working directly with students in locating, arranging and evaluating student field experiences;
      - assisting other faculty members who wish to add an action dimension to their own courses.

      This type of staffing provides a flexible time schedule and relieves other teachers of the extra burden of making arrangements in their free time or after school. It also reaches more students than would be served by a single course offered by one teacher.
   b. *An action learning course* assigned to a teacher or team of teachers working only with students who enroll in it. The teacher(s):
      - do all liaison work with businesses;
      - provide a strong link between academic content and student experiences in the business world.

      This approach requires no extra staff and is therefore less expensive than the school coordinator model. It reaches fewer students than a program offered school-wide.
2. Consider transportation needs of students.
3. Develop student recruitment techniques and selection process for determining student participation.

ADOPT-A-SCHOOL

Started 1979

Description: The Adopt-A-School program matches the identified needs of individual schools with business and community resources. These resources assist the schools by providing materials, donations or volunteer services.

Location: Greenville County, South Carolina

Sponsor: Greenville County School District

Participation: *high schools in district:* 3
high schools participating: 2
students participating: Info. Unavailable

Start-up Budget: Information Unavailable

Annual Budget: Information Unavailable

Staffing: Volunteer Coordinator

Objectives:

1. Stimulate action for expanded business and community involvement in the schools.
2. Improve quality, productivity, and effectiveness of public education.

Structure:

In January of 1979, the School District of Greenville County launched the Adopt-A-School program. Adopt-A-School matches the identified needs of individual schools with business and community resources. Adopters may select one or more of the following areas in which to provide help:

INSTRUCTIONAL ASSISTANCE - volunteers for individual and small group instruction and enrichment, especially in reading and math.

RELATED SUPPORT ASSISTANCE - volunteers in school health rooms, libraries, and in clerical capacities.

MATERIAL ASSISTANCE - funding for special programs, personnel, equipment, transportation, scholarships and job opportunities.

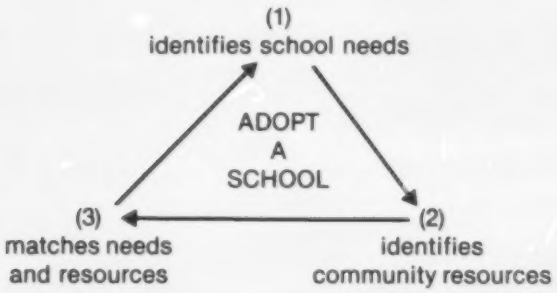
POSITIVE SUPPORT - support for the school district through newsletters, local radio and newspaper coverage.

Since the needs of the schools are great and continually changing it is possible for each school to have more than one adopting group. In turn, if an organization has enough resources it may adopt more than one school. It is up to the adopter to determine how long and how much its organization can give.

Implementation:

The Adopt-A-School Task Force was comprised of the Southeast Area Assistant Superintendent, Volunteer Coordinator, principals of par-

ticipating schools and representatives of business, industry and community. Together they have established a basic framework for the Adopt-A-School program. The three step-planning model:



Step 1: The principal is responsible for conducting a formal assessment of needs utilizing staff and key community personnel. The results are set forth in a needs profile for the school.

Step 2: The principal, assisted by area staff members, determines potential resources in the community. Strategies are then devised on ways to approach and follow-up.

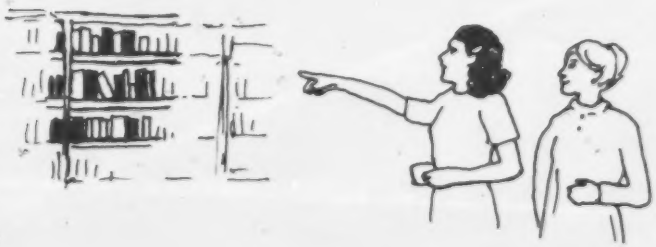
Step 3: After a potential community resource has been located, contact and discussions take place and agreement is reached on areas of involvement. It is possible to reassess needs in light of an individual business' projected degree of involvement.

Throughout the pilot phase, emphasis was placed on establishing an ongoing dialogue with the business community and on finding ways to involve them.

Once an organization has made the decision to become an Adoptor it must:

1. notify the school district, preferably in a face-to-face series of meetings;
2. appoint a liaison; and
3. determine the best ways to help the newly adopted school.

Information on the progress of the program is continually given, received and evaluated. Strategies are adjusted when necessary.



ARCO/JOINT EDUCATIONAL PROJECT (JEP)

Started 1979

Description: JEP is an adopt-a-school program through which ARCO provides tutors, teaching assistants, and mini-course instructors on released time to work during the regular school day with students.

Location: Los Angeles, California

Sponsor: Atlantic Richfield Company (ARCO)
University of Southern California (USC)
Los Angeles City Schools

Participation: *high schools in district:* (Info. Unavailable)
high schools participating: (Info. Unavailable)
students participating: 650

Start-up Budget: $25,000.00

Annual Budget: $6,000 for materials/supplies plus cost of coordinator

Staffing: 1 Full-time Coordinator

Objectives:

1. Improve academic skills.
2. Increase student motivation to succeed in school.

Structure:

The JEP program addresses three basic areas of need:

1. EDUCATIONAL PROGRAMS FOR YOUTH provides volunteer tutors and classroom assistants to work with students in reading, math, language arts, and English-as-a-Second-Language. Volunteers also teach mini-courses in a variety of subjects including economics, public speaking, government, art, drama, music, science, etc.
2. EDUCATIONAL PROGRAMS/SERVICES FOR PARENTS involves ARCO volunteers working with community adults in numerous projects throughout the year including:
   - Job Information Counseling Program;
   - Parent Information Program to provide the facts about social security, tenant and housing rights, etc.;
   - "Culture of Los Angeles" class which provides parents with information about free and inexpensive places to visit.
3. TRAINING FOR ADULTS AS EDUCATORS OF THEIR OWN CHILDREN AND OTHER ADULTS is a program designed to show parents ways to help teach their children at home. Parents are instructed in methods of teaching reading skills and math concepts to students. (So far parents have not been involved in teaching other adults.)

Implementation:

Volunteers do not need teaching skills. The only prerequisites are enthusiasm and a desire to work with youngsters. USC and ARCO/JEP provide the necessary training and lesson planning.

The project calls for ARCO volunteers to travel to the school once a week, for up to fifteen weeks, and spend one hour a day working with children. All of the volunteered time occurs during regular company working hours. Once USC and the school staff have matched a volunteer's skills to a classroom need, the volunteer and the company supervisor arrange a suitable schedule.

Teachers are always in the classroom with volunteers. The type of assignment an individual carries out is determined by teacher request and personal preference.

The project has a paid school coordinator and provides pre-service training workshops for volunteers which are conducted at ARCO by the school resource staff. A mid-assignment workshop is also presented for volunteers.

The ARCO/JEP project coordinator is headquartered in the school as a regular liaison to handle any questions which may arise.

Of course, it is essential that the school principal is

- receptive to the project;
- enthusiastic about corporate volunteerism; and
- involved in all planning.

BALTIMORE'S ADOPT-A-SCHOOL PROGRAM

Started 1976

Description: Adopt-A-School is a program of business /school partnerships designed to introduce elementary, middle and junior high school students to the world of work.

Location: Baltimore, Maryland

Sponsor: Greater Baltimore Committee, Inc.

Participation: *schools in district:* 156
schools participating: 21
students participating: 3,000 +

Start-up Budget: Varies with each school program.

Annual Budget: Varies with each program.

Staffing: Coordinator at the Greater Baltimore Committee, Inc.
One or more Business Representative
One or more School Representative

Objectives:

1. Expose students to the adult world through interaction between business and schools.
2. Motivate students to cooperate with adults and peers, accept responsibility, attend school regularly and behave appropriately.
3. Motivate students in the basic skills.

Structure:

The Adopt-A-School program was designed as a two-year program in which businesses give assistance directly to the schools. The purpose of such a program is to help young people appreciate the importance of a good education and its relationship to the world of work.

Each business/school partnership is unique in that there is no set curriculum. Therefore, the program is based solely on the needs of the school and the resources of the business. Cost and time commitments also vary from program to program.

Implementation:

The Greater Baltimore Committee facilitates the pairings of business to school. Coordinators are appointed on each side and a "needs list" is drafted. The partnerships share a common goal and a common requirement that the program be one of commitment of business personnel to work in the schools rather than of financial aid.

The autonomy of each partnership to develop its own program is crucial to long term success because:

1. it allows each school to change its requests of business as its needs change;

2. it allows each business to change the resources it puts into the program as business cycles change.

The coordinator at the Greater Baltimore Committee recruits new partners and handles questions or concerns which may arise.

Sample of Program Activities include:

Tutoring
Career Awareness
Mock Job Interviews
Resume Preparation
Work Site Visits
Shadowing
Jobs
Career Fairs
Curriculum Preparation

BUSINESS AND INDUSTRY LANGUAGE ARTS PROJECT

Started 1975

Description: The Business and Industry Language Arts Project provides students in ninth and tenth grade English classes with opportunities to learn from business and industry speakers about the need for good communication skills.

Location: Houston, Texas

Sponsor: Volunteers in Public Schools (VIPS)

Participation: *high schools in district:* 22
high schools participating: 14
students participating: 700 +

Start-up Budget: $1,000.00 for supplies

Annual Budget: Same as above.

Staffing: Community Resource Bank Coordinator
Regular VIPS Staff and Volunteers

Objectives:

1. Motivate students, modify behavior and increase student awareness that language arts skills are necessary in the world of work.
2. Provide role models from business and industry for students as a way to reduce sex and ethnic stereotyping.

Structure:

The Business and Industry Language Arts Project was developed because men and women from the business community shared the concern of many Language Arts instructors in the public schools regarding the inability of some high school students to read, write, and communicate effectively. Other concerns included negative student attitudes and apparent lack of motivation.

The Volunteers in Public Schools staff promotes and coordinates the project, while an advisory committee, composed of representatives from various participating businesses, the Houston Independent School District, and VIPS staff facilitate project activities.

The VIPS staff coordinator for the Commuity Resource Bank is directly responsible for scheduling speakers when requests are received from English teachers.

Each presentation is evaluated by the teacher and the speaker. Students are asked to respond to the presentation in writing. The responses are often shared with the representatives from business and industry.

Implementation:

The following steps were taken to develop the current project:

1. The Advisory committee assisted in developing the booklet "Some

Day You Will Work for Me," which is used with students during presentations.

2. Volunteers from business and industry were recruited and trained by staff from the VIPS Department and Language Arts Department.
3. English teachers received in-service training from the VIPs staff.
4. Volunteers were registered with the VIPS Community Resource Bank.
5. English teachers request speakers from the VIPS Community Resource Bank.
6. The VIPS staff coordinator and scheduling volunteers make the calls necessary to schedule the business and industry speakers. Confirmations are sent to the speakers, teacher, and principal. Evaluation forms are returned to the VIPS office by the teacher and the speakers.

BUSINESS-COMMUNITY RESOURCE VOLUNTEERS (BCRV)

Started 1977

Description: BCRV is a guest speaker enrichment program for secondary students aimed at providing them with better understanding of careers, the country's economic system, and the impact of business on the community and on their lives. Speakers come from all areas of the business community.

Location: Minneapolis, Minnesota

Sponsor: Minneapolis Public Schools
Chamber of Commerce

Participation:

high schools in district:	26
high schools participating:	26
students participating:	20,400

Start-up Budget: $1,000.00 (For clerical help)

Annual Budget: $1,000.00 (For clerical help)

Staffing: 1 Coordinator (20 hours per week)*

*Paid for by the Chamber of Commerce

Objectives:

1. Expand the opportunities for secondary students to learn about the business community.
2. Provide career information to students considering post-high school alternatives.
3. Improve and strengthen the working relationship between the schools and the business community.

Structure:

The Minneapolis Chamber of Commerce and the school district work together to compile, organize, and disseminate information about careers and other topics of interest to secondary students making decisions about their post-high school goals. The final product, a published booklet describing available classroom presentations, is meant for use by any teacher, counselor or other interested school staff member wishing to invite business men and women to school. The recruiting for this program is ongoing and periodically supplements are added to the BCRV catalog. If school personnel want a particular topic presented to students, but it is not listed in the catalog, attempts will be made to recruit someone in that area.

There are two categories in the Business-Community Resource Volunteers:

- Career Speakers are organized into the 15 career clusters used by the U.S. Department of Education.

- *The World of Work, Business, Society and the Community,* and *Business and Economics* list volunteers who speak about business in general, rather than a specific career or careers.

Implementation:

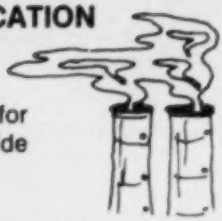
Once teachers receive the *Business-Community Resource Volunteer* catalog it is up to them to request volunteers. This is done by completing a request slip and sending it, through the school mail, to BCRV.

The scheduling is done by the BCRV coordinator, and confirmation slips and evaluation forms are sent to the volunteer and the teacher who has requested the presentation.

Volunteers are provided with an additional printed sheet to assist them in the preparation of their presentations. Included are reminders to be aware of time limitations, student background, and other special classroom circumstances.

Teachers are reminded in writing that it is their responsiblity to prepare the class for a volunteer's visit, maintain order during the presentation, and return the completed evaluation form to the BCRV coordinator.

BUSINESS INDUSTRY COMMUNITY EDUCATION PARTNERSHIP (BICEP)



Started 1975

Description: BICEP is a program which arranges for resource people from the community to provide students with first-hand career experience.

Location: Salt Lake City, Utah

Sponsor: Salt Lake, Granite, Murray and Jordan School Districts, and the surrounding business community.

Participation:

high schools in district:	21
high schools participating:	21
students participating:	90,000

Start-up Budget: (Unavailable)

Annual Budget: $45,000.00 (mostly from the school districts)

Staffing: Three Full-time Staff

Objectives:

1. Involve the business, industry, and community people in career and vocational education programs.
2. Encourage students to make informed, systematic career choices.
3. Help students understand the demands that will be made on them by careers, economics, and citizenship.

Structure:

BICEP is a non-profit organization established as a cooperative effort of four school districts in Salt Lake County. Its purpose is to arrange community career awareness/exploration activities for students by having business men and women visit classrooms and students visit work-sites in the community.

Teacher involvement is stimulated through district presentations, materials distributed to schools, faculty meeting presentations, newsletters, etc.

Currently, approximately 1,200 business firms and organizations provide personnel and facilties. Most have been recruited by telephone to participate in the five types of community career activities offered by the program:

CLASSROOM SPEAKER: A discussion with an employer or employee about his/her career field.

PLANT/OFFICE TOUR: A tour with emphasis on the types of occupations in a firm or organization.

PLANT/OFFICE DISCUSSION: An on-site discussion between a worker and ten or fewer students.

SHADOWING: An on-site experience in which a knowledgeable student observes a worker for part or most of the day.

INTERNSHIP: Mature students participate in a part-time, unpaid work experience for one to several weeks. (School credit is awarded.)

Implementation:

BICEP is a linking agency between the schools and community. It distributes to the schools "Teacher Request Forms" and "Teacher Guidelines" brochures which give orientation and instructions for utilizing the program. Teachers wishing to participate complete a request form which indicates the activity, date, and career classification desired. (All career areas available are listed on the back of the form.)

Sample BICEP career classifications available:

COMMUNICATIONS:
- Newspaper
- Radio
- Writer
- Other

BUSINESS SALES AND MARKETING:
- Banking and Finance
- Insurance
- Securities
- Real Estate and Brokers
- Wholesale Trade
- Retail Trade
- Retail Grocers
- Advertising and Public Relations
- Automobile
- Routeman
- Public Utilities
- Other

Each firm designates the type, degree, and timing of its participation, and because requests are centralized and coordinated through one agency, these requirements can be honored.

Upon receiving a teacher request form, BICEP consults the index card system, matches the desired activity with an appropriate community contact, calls on the resource person, and makes the appointment. Confirmation and feedback cards are sent to the resource person and to the teacher who is asked to contact the community member directly to confirm arrangements and further plan the activity.

BUSINESS-IN-THE-CLASSROOM (B-I-C)

Started 1977

Description: B-I-C is a program which confronts students with actual business dilemmas, while business people lead classroom discussions that illustrate the complexities of business decision-making.

Location: Los Angeles, California

Sponsor: Constitutional Rights Foundation (CRF)

Participation:

schools in district:	405
schools participating:	240
students participating:	11,299

Start-up Budget: $12,000.00

Annual Budget: $75,000.00 - $100,000.00

Staffing: Project Director
Curriculum Writer
Field Coordinator
Administrative Assistant

Objectives:

1. Improve students' understanding of conflicting ethical, legal and economic issues.
2. Expose students to the skills demanded in actual business decision-making.
3. Acquaint students with competing values and interests held by our society.

Structure:

Constitutional Rights Foundation, a non-profit organization founded in 1963, has introduced a variety of successful programs to schools in California and throughout the nation. B-I-C was developed by CRF in 1977 with the help of the Business Advisory Council and the B-I-C Education Council.

The Business Advisory Council is comprised of senior-level executives who provide overall direction for the program as well as fund-raising assistance. The B-I-C Education Council develops lesson plans, field tests new cases, and coordinates the participation of businesses and schools.

B-I-C began as a pilot project in Los Angeles. After almost two years of field testing, broad implementation of the program began in selected schools.

B-I-C provides:

- lesson plans which can be used in a wide variety of social studies, science, English, law, and business courses in grades 7-12;
- background materials, discussion questions, and comprehensive instructors' guides;
- highly qualified business people to lead classroom discussions;

- training workshops for teachers and business people.

New cases and lesson plans are included each year. Among the case studies:

THE DESOLATE DESERT NUCLEAR POWER PLANT CONTROVERSY
THE HAMBURGER WAR
WHAT IS FAIR ADVERTISING?
AMERICAN BUSINESS IN SOUTH AFRICA
FAIR EMPLOYMENT PRACTICES
YOUTH FOR HIRE
THE CREDIT BUSINESS

Implementation:

CRF provides the teacher with flexible lesson plans that may be used for one or several class periods. The lesson plans incorporate actual business dilemmas presented in various formats. The information may be introduced in the form of case studies, role plays or simulated games. Open-ended discussions, rather than lectures, characterize the B-I-C lesson plans.

Once the material has been introduced, the teacher decides when to bring the business person into the classroom and contacts CRF to make the arrangements.

CRF will contact a business person who lives or works near the school and supply the teacher with the volunteer's name, company and phone number.

THE TEACHER will contact the business person to discuss lesson plans and confirm the date, location, and time.

THE BUSINESS PERSON is prepared to:

- lead a role play activity or lead a discussion of a case study;
- enrich the lesson by introducing real dilemmas and ethical decisions faced in day-to-day business activities;
- serve as a knowledgeable, responsible adult, role model, concerned about the contributions that business can make to society.

BUSINESS/SCHOOL PARTNERSHIP

Started 1980

Description: Business/School Partnership pairs businesses with available resources to schools with matching needs. Emphasis is on released time employees helping in the schools on a weekly basis.

Location: Houston, Texas

Sponsor: Volunteers In Public Schools (VIPS)

Participation: *schools in district:* 232
schools participating: 12
students participating: 24,000

Start-up Budget: $35,000 for supplies and staff

Annual Budget: Same as above

Staffing: One Coordinator
Part-time Secretary
Regular VIPS Staff and Volunteers

Objectives:

1. Provide individual instruction especially in basic skills and vocational skills.
2. Provide role models in the schools.
3. Expose students to working business sites.
4. Acquaint students with job-hunting skills.
5. Update vocational courses.
6. Increase motivation of students.
7. Encourage public relations for the district.

Structure:

Houston's Independent School District's (HISD) Volunteers in Public Schools (VIPS) staff, working with the Chamber of Commerce and an active small committee from the private sector, developed and promotes the program. Coordination is handled by the VIPS Business/School Partnership coordinator. The program was developed as an expansion of VIP's Adopt-A-School.

Implementation:

VIPS' advisory board approached the general superintendent about creating a staff position for implementation. When queried, the Chamber of Commerce expressed interest in more involvement of the business community in the schools.

With a full-time staff person for the program, a meeting was held for all superintendents and principals of the first year target schools. The program

was explained and the general superintendent voiced strong support. A project packet was distributed.

A month later, an invitation was sent to Chief Executive Officers of 130 major Houston corporations. Half the companies sent representatives, and most were top management. TENNECO hosted the cocktail reception. After a short talk, project packets were distributed.

Three weeks later, six new partnerships were being developed.

- The coordinator arranges meetings at the chosen school. In attendance are a company coordinator, a school level coordinator, the VIPS staff coordinator, the principal and the superintendent she/he reports to.
- The first exploratory meeting is followed by the company coordinator securing company commitment for what will be done and the recruiting of company volunteers.
- A second meeting at the school deals with specifics.
- Company volunteers are encouraged to go to school in teams.
- Tutors are given more than one child to tutor.
- There is training and a job description for school level coordinators.
- School level and HISD Trustee level recognitions are planned.
- Public relations activities are formulated.
- Companies are asked to disseminate information about the project to employees.

CAREER AWARENESS PROGRAM (CAP)

Started 1973

Description: CAP, a program of seminars for young men and women, ages 14 to 21, is aimed at facilitating interaction among interested students, school guidance personnel, and community members from business and professional fields.

Location: Seattle and surrounding King County, Washington

Sponsor: Chief Seattle Council
Explorer Division of Boy Scouts of America (BSA)

Participation:

high schools in district:	60
high schools participating:	28
students participating:	12,500

Start-up Budget: $1,600.00 per school

Annual Budget: Each participating school pays a $2,200.00 fee. Small and Private schools pay $2.75 per participating student.

Staffing: Most organization is done by BSA, but a school staff member is needed to provide approximately six hours of coordination work monthly.

Objectives:

1. Provide, within the school setting, supplemental career education.
2. Allow students to broaden personal horizons through exposure to a wide spectrum of careers.
3. Interest students in career exploration in general and the BSA program in particular.
4. Help teachers and staff update their knowledge of the business world and its requirements.

Structure:

CAP program staff work closely with persons in the public schools, private business, and government to provide career education.

Before a school can participate in this program students must complete a career interest survey. The results are returned to the school to be used by counselors and teachers whether the school wishes to participate in the seminar program or not.

Each school which chooses to participate is scheduled for an average of 16 seminars of one hour each, or one every two weeks. Two or three speakers employed in different types of work within a single major topic form one seminar program. A sample seminar might look like this:

TOPIC: *Law*
SPEAKERS: Criminal Attorney - Judge - Corporate Counsel

Each speaker, for about 15 minutes, details his/her job, explains prerequisites for employment, and relates work experience. Questions from students and faculty are answered at the close of the program.

Students interested in a particular field are contacted and encouraged to become involved in an Exploring Post in that career field.

Implementation:

CAP becomes a bridge between high school students and staff, and the business community.

The first step toward participation in this program is a "Student Career Interest Survey", which is administered to 10th and 11th graders. It collects information concerning the students post graduation plans, career goals, and recreational interests.

The read out information becomes the basis of the seminar topics offered at each school. (16 topics are offered; each student is allowed to participate in four.)

Seminar speakers are recruited and trained by CAP staff. They are provided with information on what to expect from high school audiences and how to prepare effective presentations for them.

After each seminar, the speaker receives a "Thank you" note and an evaluation form to fill out and return to CAP. Evaluations are also solicited from school counselors and teachers.

Because the programs are run during the school day, students are given a "Seminar Reaction and Excused Absence" form to complete and turn in before leaving the seminar room. This form, besides excusing a student from the class missed to attend the seminar, includes questions to obtain information about student interest in future speakers, tours, and possible involvement with an Exploring Post in that career field.

Each school is also provided with three business tours for students. Funds for transportation are taken from the initial $2,200.00 participation fee.

CAREER INTERNSHIP PROGRAM

Started 1974

Description: The Career Internship Program allows 8th, 11th and 12th grade students the opportunity to explore non-traditional careers through a one-to-one relationship with a community professional or tradesperson.

Location: West Nyack, New York

Sponsor: Rockland County New York Board of Cooperative Educational Services

Participation: *schools participating:* 5*
students participating: 150

Start-up Budget: $385.00 per student

Annual Budget: Same as above

Staffing: 1 Full-time Career Internship Teacher
1 Half-time Assistant Teacher
1 Full-time Secretary

Objectives:

1. Provide students with the opportunity to meet professionals involved in a variety of careers.
2. Obtain information on skills required for all types of work, including: interviewing, compatibility with others, reliability, and good grooming.
3. Learn about career options available to students after high school and how to choose and develop these options.

Structure:

The need for the Career Internship Program stemmed from the observation that students need first-hand experience to help build confidence and gain better understanding of their career goals. It was felt that the program would strengthen community-school relations and improve the image of the student and the school in the community.

This program is structured around four key people:

THE STUDENT who has volunteered to participate in a meaningful career experience;

THE MENTOR, an accomplished person from the community, who is willing to share knowledge and career experience with students;

THE GUIDANCE COUNSELOR, a specialist, who will identify student interns and follow and evaluate students' progress;

THE COORDINATOR, a community resource specialist, who acts as liaison for mentor, student and guidance counselor, and who monitors the entire program. The coordinator has the overall responsibility for recruitment and placement of students and community members.

Students are encouraged to consider non-traditional career options whenever possible.

Implementation:

Students who are interested in the program must submit application, pre-evaluation and parent permission forms to the counselor.

Students accepted into the program:

1. attend the orientation session;
2. meet with the internship coordinator to discuss interests, schedules and special needs;
3. participate in a variety of career research activities; and
4. meet with mentor and internship coordinator to draw-up a learning contract and to arrange a time schedule.

This program takes place outside of school hours and lasts one semester. Students are responsible for their own transportation.

The amount of time students work with the mentor varies by grade level. Twelfth-graders may spend up to 60 hours a semester while eighth-graders spend 15 to 20 hours.

A written log of experiences, impressions and feelings is kept by the student. Once every two weeks interns meet with counselors and fellow interns to share experiences.

Before meeting the intern, the mentor is provided with a *Mentor's Handbook* which has been designed to introduce the program and answer questions which might arise. Mentors are asked to provide an atmosphere revealing the realities of their career, the responsibilities, skills, life-style, expectations, and the people associated with their career.

*The program has also been adopted in 41 other schools throughout New York State.

COMMUNITY RESOURCE SERVICE (CRS)

Started 1974

Description: Community Resource Service (CRS) provides volunteers who not only share their career experiences but also their ethnic and cultural histories and values. Students thereby learn to appreciate the richness of the multicultural world they live in and to realize that people of all races and both sexes fill many different career roles.

Location: San Francisco, California

Sponsor: San Francisco School Volunteers

Participation: *schools in district:* 107
schools participating: 47
teachers participating: 152*

Start-up Budget: Originally developed as volunteer component.

Annual Budget: $58,000 (1980-1981)

Staffing: 1 Full-time Director
1 Full-time Scheduling Coordinator
2 Part-time Schedulers (Career Education Specialist and Multicultural Specialist)
1 Part-time Secretary

Objectives:

1. Affirm student self-identity and cultural identity.
2. Motivate students through expanded options, aspirations, and academic assistance.
3. Break down race, culture and sex stereotyping among students so that their self-awareness and career awareness may be expanded.
4. Develop program activities which are appropriate for all areas of the school curriculum.

Structure:

The CRS provides students with self/career awareness activities through speaker and curriculum resources. Major activities include:

1. Develop and update a directory of community resource programs.
2. Design and assemble student instructional material and teacher developed activity ideas.
3. Provide teacher orientation to career education goals and resources:
   - resource volunteers, DIRECTORY;
   - student self/career activity handbook, I WANT TO BE;
   - teacher career education idea book, KERNELS.
4. Schedule for each participating teacher a thematic series of 6-8 classroom programs or field explorations.

PROJECT DIRECTOR is in charge of overall administration, teacher orientation, district interaction, evaluation, implementation, and curriculum materials development.

THE SCHEDULING COORDINATOR is in charge of the recruiting and scheduling of appropriate volunteers to meet teacher requests. In addition, the scheduling coordinator is responsible for: community agency contacts, directory development, individual teacher planning sessions and program monitoring through program evaluation follow-up.

THE SCHEDULERS assist with directory and curriculum development, volunteer recruitment and scheduling, and teacher orientation.

Implementation:

To provide students this self/career awareness program teachers are asked to:

1. register on a first come, first serve basis and attend a two-hour orientation;
2. participate in individual planning sessions to design a thematic series of speakers and activities;
3. request 6-8 presentations;
4. call volunteers one week before presentations to outline student and curriculum needs;
5. prepare students for classroom presentation; and
6. evaluate program and plan follow-up activities.

The involvement of ethnic minority community members is the specific tool used to broaden this program from one truly concerned with career education into one designed to reduce stereotyping in careers.

More than 1,000 classroom programs and field explorations are scheduled annually for grades kindergarten through high school. Community volunteers offer educational enrichment that is frequently beyond the resources of the schools. For the volunteer, it is a most rewarding experience and an opportunity to contribute to and learn about San Francisco's public schools.

*CRS' services are provided directly to the teacher.

CORPORATE ACTION IN PUBLIC SCHOOLS (CAPS)

Started 1975

Description: CAPS is a program which allows a business or industry volunteer, on released time, to work with a team of fellow employees in a district school to provide educational enrichment for school children.

Location: San Francisco, California

Sponsor: San Francisco School Volunteers

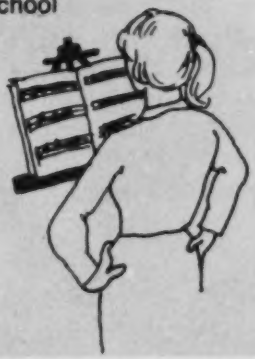
Participation:

schools in district:	107
schools participating:	18
students participating:	2,200

Start-up Budget: $11,810.00

Annual Budget: $19,196.00

Staffing: Part-time Director
Part-time Project Assistant



Objectives:

1. Improve basic skills for students through a program of individual attention.
2. Improve language skills for limited and non-English speaking students.
3. Prepare students to meet their future career and personal goals.
4. Provide students with role models from the working world.

Structure:

CAPS is a business/education partnership developed to bring business people and resources into the classroom to supplement regular school curriculum.

Business employees, with the agreement and support of top management and immediate supervisors, travel in teams to selected schools where they work with students individually or in small groups.

Depending on the need identified by school staff, the corporate volunteers may be working in one or more activities:

- tutoring academic subjects;
- assisting in a particular area of expertise (woodshop, sports, music, etc.);
- helping limited and non-English speaking students with language skills; or
- sharing information about their careers.

All of these activities take place at the school during regular school hours. While CAPS is flexible to individual company design, all participating com-

panies make a full school year commitment to the project, releasing their employees in teams, for up to three hours each week.

It is the responsibility of the CAPS coordinator to keep communications open among all project participants and to ensure that the objectives of each are being met.

Implementation:

Building a CAPS program begins with school administration approval which lends credibility to any request for services from business and industry. This is followed by CAPS personnel visits to the school to enlist teacher support and gather data to determine the kind of help a corporation can supply. Only after a thorough needs assessment can corporations be recruited.

All contact with business and industry should begin with top level management, though often the corporate executive will refer the project to the person who handles all community projects.

Because the CAPS program is a large commitment, companies should be in possession of all facts concerning their participation before they join the partnership.

When executive approval has been given, a coordinator within the company is appointed as a direct link between the CAPS staff and the company. This person takes responsibility for communication within his/her company and with the CAPS staff as well as performing necessary organizing functions to implement the program such as:

- recruiting volunteers;
- working with supervisory personnel on scheduling released time; and
- arranging transportation.

CAPS personnel are responsible for the orientation, interviewing, selection, and training of volunteers. They also provide on-going follow-up with both the volunteers and the schools. Finally, they take responsibility for program evaluation and any formal recognition and appreciation programs.

EDUCATORS-IN-INDUSTRY

Started 1971

Description: Educators-in-Industry is an in-service program offered by business and industry to secondary school teachers and counselors. The graduate-credit program provides educators with a variety of opportunities to expand industrial career awareness.

Location: General Electric Plant communities

Sponsor: General Electric Foundation

Participation: About 35 people in each of 15 programs.

Start-up Budget: $3,500 per program (includes tuition)

Annual Budget: Same as above.

Staffing: One General Electric Coordinator
One University Coordinator

Objectives:

1. Provide educators with realistic job and work-related experiences and information.
2. Assure an adequate flow of potential employees prepared intellectually and emotionally for existing careers in business and industry.
3. Provide a coordinating and catalytic mechanism for use by business and industry in helping to enhance the career education expertise of teachers and counselors.
4. Make available people and facilities needed for exposing educators to the work environment of business and industry.
5. Provide opportunities for continuing relationships between business/industry people and educators.

Structure:

The Educators-In-Industry concept has been successfully implemented in several General Electric plant communities across the country. Currently, programs are conducted during the school year for teams of secondary school teachers, counselors and school administrators. They are planned and implemented by local college faculty in cooperation with representatives from local business and industry.

The usual format involves a series of 10 to 15 three-hour class sessions conducted in the late afternoon, evening or on Saturdays at the plant location and at the college, plus released time periods for field trips and shadow sessions. The program provides graduate credits with additional credits possible for projects implemented as follow-up to the seminars.

The General Electric Foundation underwrites the major expenses for the program. Other participating businesses and the Chambers of Commerce may also be willing to contribute. In all programs tuition costs are absorbed in part, or in total, by the General Electric Foundation.

Interested companies and cooperating businesses may participate in the program by providing grants to the program to help defray expenses and tuition fees, and by making their employees or facilities available for shadow sessions and seminars.

Implementation:

Educators-in-Industry is a program available to General Electric plant communities. Similar programs can be adapted by communities which possess wide support from local businesses and industry.

In keeping with the objectives of Educators-in Industry, it is important to determine the community needs and available resources. Based on this assessment a program proposal is drawn and support from local businesses is elicited.

An advisory committee is established to set up the framework for the program and to obtain support. The advisory committee is made up of individuals from the following areas:

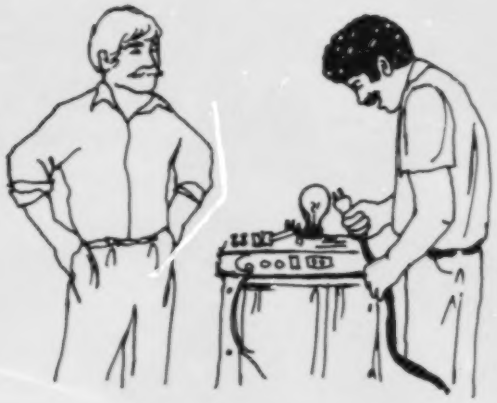
Business and Industry
Department of Education of the participating university
Area School Board
Teachers and Counselors from the school district

A program coordinator is appointed to assure effective carry-through of the program and to coordinate activities which require university evaluation and approval.

The program activities are varied and designed to sustain interest and enthusiasm. Activities include:

Formal presentations (lectures, films, plant tours)
Shadow sessions
Informal and small group discussions

The advisory committee evaluates the program to determine success and improvements to be made. Follow-up activities are planned to reinforce relationships between educators and industry.



ENGINEERING PIPELINE

Started 1976

Description: Engineering Pipeline is a program of school CLUBS, designed by the business and industry leaders of the Voluntary Council on Equal Opportunity and the Baltimore City Public Schools, to increase the number of high school graduates entering engineering colleges and ultimately the profession. Particular, but not exclusive, emphasis is placed on attracting minorities and women.

Location: Baltimore, Maryland

Sponsor: Baltimore City Public School System
Volunteer Council on Equal Opportunity

Participation: *high schools in district:* 48
high schools participating: 10
students participating: 300 (Minority representation is approximately 90% and consistent with the total school population).

Start-up Budget: Under $7,000.00

Annual Budget: Under $7,000.00 (Funded by the Voluntary Council on Equal Opportunity)

Staffing: All staffing is provided by volunteers.

Objectives:

1. Acquaint students with the opportunities available in engineering careers.
2. Inform students of requirements which must be met to enter this field. (Encourage math and science courses.)
3. Increase the flow of students through public schools into engineering schools and the profession.
4. Provide concrete activities similar to job experiences of engineers.

Structure:

School CLUBS, created under the auspices of Engineering Pipeline, are the basis of this program. Though each is different, they all share some common features:

- one or more teachers and/or guidance counselors serve as coordinators for each club;
- each club is "sponsored" by a Baltimore area business which also provides a coordinator—usually an engineer;
- each club holds regular meetings either during or after school hours.

In some schools, students receive academic credit for their participation. In other schools, participation occurs during study periods or during non-school hours.

The activities of the clubs are many and varied. Among them are:

- development of basic skills in math computation, measurement, and comprehension of science reading materials;
- viewing of films related to engineering and engineering careers;
- participation with sponsoring engineers in selected community activities;
- listening to guest speakers discuss everything from design of a lunar drill to career opportunities;
- participation in "hands-on" experiences such as using a surveying instrument, designing and constructing a rocket, building a scale model for use of solar energy or using simple computers;
- participation on field trips to sponsoring companies, i.e., the Air and Space Museum in Washington, D.C., the College of Engineering at the University of Maryland, etc.

Implementation:

Initially, the Voluntary Council on Equal Opportunity, a group of fifty-six public and private sector businesses and organizations, approached the school superintendent with an offer to work together in forming the Engineering Pipeline. It was decided that the science department would be a logical and important partner in this effort, and to that end, the district coordinator of science was asked to work with the program director of the Voluntary Council to oversee and administer the school district commitment. Although in the beginning, individual schools were contacted and asked if they would like to participate, it is now their responsibility to express an interest in starting a Pipeline Club on campus. When this happens, the Business Program Director and the Coordinator of Science work together to provide the necessary people and backing. This partnership is the real cornerstone of the program.

The following steps ultimately result in a new Engineering Pipeline Club.

1. The program coordinator relays the school's request to the Voluntary Council on Equal Opportunity.
2. A member business willing to be linked to a school is identified.
3. The business' representative to the council, usually an executive, recruits an employee who will act as the industrial coordinator. (Sometimes, but not always, this person is an engineer.)
4. The industrial coordinator is given released time and works with the school staff to advise the club and plan activities for the students.

Because the time commitment to make the club successful will go beyond the released time provided, the school staff member and the industrial coordinator must both be individuals who are committed to the concepts embodied by the Engineering Pipeline.

INSTITUTE FOR PUBLIC AFFAIRS RESEARCH, INC. (IPAR)

Started 1969

Description: IPAR is a nonpartisan, non-profit community agency which was founded to provide a link between the community and the school by offering a wide range of formats for career education at all grade levels.

Location: Portland, Oregon serving the Tri-county area

Sponsor: Institute for Public Affairs Research, Inc.

Participation: *schools in district:* 351 (grades K-12)
schools participating: 116
students participating: 180,000

Start-up Budget: $89,000 (Donated by 200 private businesses)

Annual Budget: $125,000 (Donated by 340 private businesses)

Staffing: Seven full-time staff members
(Three involved full-time in filling teacher requests.)

Objectives:

1. Prepare students for their life roles as citizens, family members and productive members of society.
2. Expose young people to the world of work.
3. Assure that students and their teachers have the widest opportunities for face-to-face contact with all facets of the community around them.

Structure:

IPAR is a K-12 program of community participation in the schools. Major emphasis is on exposing young people to the world of work — "awareness" during kindergarten through sixth grades, "exploration" for seventh through tenth grades, and "work experience" from eleventh grade onward. This plan is carried out through the following programs:

- GUEST SPEAKERS, for students in grades 9-12, dealing with current social and economic topics. Example:

  LAW AND JUSTICE
  Responsibility and rights of citizen in his community
  Crime detection - how police do it
  Law and Morality - when are they the same?
  INTERNATIONAL RELATIONS
  A Nation's Sovereignty
  Economics and Governments (individual countries)
  International Organizations (UN, UNICEF, etc.)
  International Economics (Cartels-Business-Unions)

- GUEST SPEAKERS, for students in grades K-16, dealing with occupations or career fields. Example:

  GRAPHIC ARTS

Non-Technical	Technical or Professional
Print Shop Helper	Bookbinder
	Commercial Artist
	Line Machine Operator

- INDIVIDUAL PLACEMENT in exploratory work experience positions of limited duration. (Typically two hours per day for 16 to 60 hours, at the discretion of the employer.)
- INDIVIDUAL PLACEMENT for "on-the-job" continuation of skill development.
- SMALL GROUP MEETINGS with community members at their work stations (grades 7-14).
- PLANT OR OFFICE TOURS of individual industries for class size groups of K-16 grade level students. Included are such industries as:
  Paper Manufacturing
  Department Store
  Photo Developing Lab
  Pacific Northwest Bell
- OCCUPATIONAL FIELD TRIPS to allow students to observe people at work (for groups of about 10 — grades 7-12).

Implementation:

The Institute maintains a continuing inventory of organizations, employers and employees to secure community resources needed by the educational community for learning experiences in the classroom or off campus. It provides orientation and training to prospective volunteers to help them become more effective participants in the program. Further, IPAR prints and distributes booklets of available resources to school personnel and schedules teacher requests as they are made.

Once provided with information about what is available, teachers must take the responsibility for requesting volunteers or special programs. In order to do this, the following steps are taken:

1. Analyze individual class needs.
2. Complete a request form allowing 12 school days for scheduling.
3. Contact resource person(s) to discuss scheduled activity.
4. Prepare students thoroughly so that the resource person or program can be utilized most effectively.
5. Arrange for necessary transportation (applies to field trips).
6. Send appropriate thank you note and require students to do the same.

MENTOR PROGRAM

Started 1979

Description: The Mentor Program, part of Springfield School Volunteers, provides community experience for gifted and talented students in grades K-12. It relies heavily upon business and industry resources recruited through the Corporate Volunteer Program to provide potential mentors for qualified and interested students.

Location: Springfield, Massachusetts

Sponsor: Springfield Public Schools
Springfield School Volunteers, Inc.

Participation: *schools in district:* 43
schools participating: 21
students participating: 200

Start-up Budget: $8,000.00

Annual Budget: $13,000.00

Staffing: One Full-time Coordinator
In-kind Secretarial Services

Objectives:

1. Reach out to gifted and talented children of all ethnic groups and economic levels.
2. Enhance student's feeling of self-worth by concentrating on his/her identified area of strength.
3. Expand community participation in education.
4. Stimulate interest in the learning process by encouraging students to participate in planning their own projects.
5. Encourage students to relate the experiences of the regular classroom to the world outside.
6. Respond to the special needs of students by nurturing leadership potential in their fields of identified strength.

Structure:

The Mentor Program is a direct service program which meets the needs of gifted and talented students as identified by school staff. The resource programs of Springfield School Volunteers such as the Corporate Volunteer Program, the DOVES (older volunteer) Program, and the Volunteer Assistants Program are the resource bank from which mentors are recruited. It is the coordinator's responsibility to match effectively these resources with talented students.

A mentor/student relationship is a partnership based on mutual interests and respect for each other's talents and accomplishments. Each relation-

ship can be developed one-to-one between a mentor and a student, or it can be expanded to include one mentor and a small group of students. A project is clearly delineated in a contract which is signed by the student, mentor, curriculum supervisor, principal, teacher, and mentor coordinator.

It is the coordinator's responsibility to work with all parties concerned to design a project which best meets the needs of the student and the availability of the mentor.

Every parent whose child participates in the program is informed fully about the project. The programs take place during the school day and can occur in the school building or in the community.

Projects are developed in the following curriculum areas: social studies, science, language arts, math, art, industrial arts, and career development. Students who are gifted in specific academic areas, creative and productive thinking, visual and performing arts, and industrial arts are served. They are identified by a variety of criteria, not dependent upon I.Q.

Implementation:

The steps for implementation of the Mentor Program include:

1. working with curriculum supervisors, principals, and teachers to identify potential students for community involvement and establish guidelines for each mentor/student project;
2. developing a resource file of mentors from existing programs, colleges, cultural institutions, parents and students;
3. matching selected students with appropriate mentors;
4. arranging for the display, publication, recognition, etc., of the student's product and the mentor's contribution;
5. providing community resources to the gifted and talented programs in the Springfield Public Schools;
6. acting as a resource in developing new programs to provide community experiences for students identified as gifted and talented.

MINORITY ENTREPRENEURSHIP PROGRAM

Started 1975

Description: The Minority Entrepreneurship Program is a program of curriculum implementation and practical experience aimed at encouraging students to consider business OWNERSHIP as a career option.

Location: Detroit, Michigan

Sponsor: Detroit Public Schools
Development Career Guidance Program

Start-up Budget: $100,000.00 (U.S. Office of Education)

Annual Budget: Discontinued due to lack of funding.*

Staffing: 1 Full-time Director
1 Secretary

Objectives:

1. Provide students with an understanding of the business world.
2. Develop within students a responsibility toward and an appreciation for work.
3. Promote an understanding of the contributions of business to the community as a source of supply, an employer of people, and a support of the city's organization.
4. Make students cognizant of the range and extent of business activities, allowing them to become selective in choosing occupations.

Structure:

It has been established that the plight of minorities in the area of entrepreneurship in business and industry is one deserving attention and positive action. There is a great need to increase the potential for a large number of motivated young people to select business ownership as a career option. They must, in order to do this, have some knowledge and understanding of business fundamentals and management to eventually reduce the high incidence of minority business failure.

To reach this goal, a curriculum has been developed for a full K-12 program:

K-5 Career Awareness
6-8 Exploration
9-12 Pursuit of chosen careers in real situations

These include:

- work study programs,
- field trips,
- actual business operation, and
- counseling to assist senior high students to get jobs and scholarships to colleges/schools providing a transition to a career in business management/ownership.

Of course, for the program to succeed, extensive staff training is necessary. Curriculum specialists, teachers, and counselors must work with business representatives to structure a viable program.

All must agree on the program direction.

Since each school is responsible for its own program, school staff participants should be individuals who demonstrate willingness, dedication, and commitment. It is helpful if they have some background in guidance and counseling. These people are the key to success or failure of the program.

Implementation:

PROGRAM DIRECTOR must thoroughly orient the key school personnel and administrators to the program function and outline their roles for implementation.

SCHOOL ADMINSTRATOR of each school assigns the key staff persons to:

- disseminate information;
- help orient other staff;
- arrange field trips for students;
- notify staff of workshop dates, etc.;
- assist in the contacting of resource people;
- monitor general progress of program; and
- serve on the program's task force committee.

GUIDANCE AND COUNSELING DEPARTMENT assists the coordinators.

TOTAL STAFF establishes the format for publicizing the program. Sharing materials, resources, ideas and activities is an integral part of the program.

BUSINESS COMMUNITY provides materials, role models, and advice on the curriculum formation. It also provides the necessary job stations.

STUDENTS are enrolled and participate in an integrated classroom-work site program. (Usually, a student spends 1-2 weeks in the classroom and then the same amount of time at the job station.) Minimum wage is paid for work done.

*Though the program is not presently in operation, the editors present this model as an exciting possibility.

PHILADELPHIA BUSINESS ACADEMY

Started 1972

Description: Philadelphia Business Academy develops the talents of underachieving high school students in the field of business. The three-year program provides related academic and part-time work experiences. It is jointly developed and implemented by the school district and the business community.

Location: Philadelphia, Pennsylvania

Sponsor: Philadelphia School District
Philadelphia Business Academy, a non-profit corporation

Participation:

high schools in district:	30
high schools participating:	2
students participating:	300

Start-up Budget: $9,000 - $10,000

Annual Budget: $20,000 (Includes extra service contract for "lead teacher" and incidental funds necessary for special instructional materials, etc. All of this is above and beyond what the school district regularly provides for its students and comes from the money raised by Philadelphia Business Academy.)

Staffing: 2 Lead Teachers

Objectives:

1. Help students acquire the highest possible level of salable, entry level skills.
2. Provide career-focused education.
3. Bridge the gap between schools and the world of business.

Structure:

The Philadelphia Business Academy is a joint venture of the school and business community. It is a non-profit organization which operates as a school within-a-school on a regular high school campus. Presently, the Academy has been operating in three locations.

The Academy's curriculum includes both academic and vocational skills. A highly individualized tutorial approach is implemented to create a program relevant to each student's career goals.

The 10th grade is devoted to up-grading basic skills and providing visits to various business firms. It is important for students, during this first year, to gain insights into the world of business.

The 11th and 12th grade programs offer instruction in relevant skills, (business English, mathematics, office procedures, machine operations, etc.). There are further visits to businesses and an important added feature—half-day work stations provided by sponsoring firms.

A Project Team, composed of the business and education communities, under the direction of a full-time, released representative of the business community called the Project Manager, provides overall guidance on the curriculum and direction for the total program. In this way, both business and the school district share accountability for relevant career-focused education.

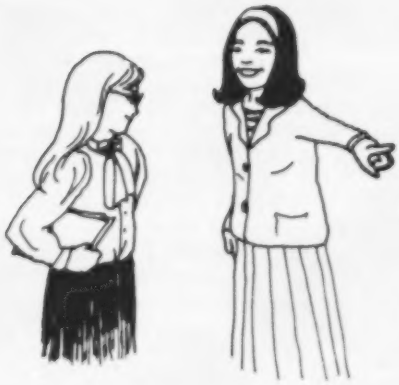
Implementation:

Philadelphia Business Academy began as a three-year pilot program with fifty 10th grade students and expanded on a grade-per-year basis. Organizational and financial support is provided by the Philadelphia business community in cooperation with the school district.

The Project Manager operates between the schools and community as the prime mover for fund-raising, soliciting work stations, developing curriculum, and monitoring the performance of the program.

Students come to the Academy from "feeder schools" where they are apprised of the program's availability and encouraged to apply. For some students, the school day begins when they punch in on the school time clock.

Though this is a high-powered, business-oriented program, and the students are from the group known as "underachievers," attendance average about 90% in a district where 65% is the norm.



PRIVATE INITIATIVES IN PUBLIC EDUCATION (PIPE)

Started 1979

Description: PIPE, working with the School Volunteer Program, acts as a network for corporate and community groups to secure people and resources to enhance Seattle's quality education program.

Location: Seattle, Washington

Sponsors: Seattle Chamber of Commerce
Municipal League
Seattle Public Schools
Parent-Teacher-Student Association
Seattle Teacher's Association

Participation:

high schools in district:	12
high schools participating:	10
students participating:	14,039

Start-up Budget: $20,000.00

Annual Budget: $30,000.00 (Each participating major business contributes $2,000 to PIPE while smaller firms contribute $500.00 Foundation grants make up the balance.)

Staffing: Executive Director
One Half-time Secretary

Objectives:

1. Develop a higher level of community involvement and support for Seattle Public Schools.
2. Provide a mechanism through which community resources can be allocated to schools in a stable, equitable, and timely manner.
3. Improve and reinforce students' basic skills.
4. Provide enrichment opportunities that enhance the quality of education.
5. Provide students with role models outside the educational sector.
6. Assist students to explore their future career and personal goals.
7. Encourage parent participation and exchange of ideas that strengthen and reinforce communication between students, parents, and staff.
8. Provide challenging opportunities for staffs' professional and personal growth.
9. Provide a continuing supply of qualified employees to modify urban dilemma, thus strengthening the corporate and industrial base.

Structure:

PIPE is designed not to be an obligation but rather an opportunity for a company to offer its resources to a school for the betterment of the community. As a result, programs and resources may change from year-to-year depen-

ding on the needs and interests of the school and the nature of the business.

Through business/education partnerships activities such as field trips, guest speakers, enrichment classes, debate teams, and career education programs, unique work experiences for students and teachers are possible. In addition, school staff may receive assistance with management, personnel, student attendance or office procedures.

Presently, PIPE has twelve major companies committed to helping the schools. Eventually, the PIPE partnerships will include institutions of higher learning, social service agencies, and art groups. It is PIPE's goal to facilitate the channeling of existing community resources into the public schools.

Implementation:

During the first year, PIPE paired each of the high schools in Seattle with a major local business. Working with a coordinator appointed by the business, the principal of the school and a Parent-Teacher-Student Association representative, PIPE encouraged members of the partnership to become acquainted with each other's resources and needs.

THE BUSINESS PARTNER learned what the emphasis was of the school (art, computers, marine biology, etc.), the make-up of the student body, and the areas of particular need.

THE SCHOOL learned about the type of business conducted by its partner, the variety of occupations employed and the resources the business partner was willing to provide.

Each school designated a school coordinator to be responsible for meeting with the coordinator representing the partner firm. The school coordinator sought input from the staff, parents, and students and developed a list of needs of that school. The business assessed those needs and determined how it wished to be involved - either by directly filling a particular need or by attempting to find the specific resource from within the larger community.

By the end of the year, each partnership cooperated on several small projects. Additionally, a few of the partnerships began to develop plans for longer term, larger scale projects.

SHED PROJECT, ETC.

Started 1977

Description: The Shed Project, Etc., is a three-phase project which offers emotionally disturbed junior high students a chance to learn about construction careers.

Location: Derry, New Hampshire

Sponsor: Environmental Education Program (CETA)
Vocational Education Division, State Department of New Hampshire

Participation:

high school in district:	1
high school participating:	1
students participating:	12

Start-up Budget: Each phase is funded separately. See description below.

Annual Budget: Same as above.

Staffing: Vocational Education Coordinator
Special Education Teacher

Objectives:

1. Develop students' skills and confidence in working with tools and materials.
2. Improve students' attitudes, self-esteem, relationships with others, academic performance and ability to assume responsibility as they become familiar with a variety of career options.

Structure:

At one time, all handicapped students were combined in a single industrial arts class. Integration into mainstream classes proved to be a better solution for most students but not for the emotionally disturbed. A behavior specialist and an industrial arts instructor got together to develop a three-phase off-campus program for these students.

PHASE I - THE SHED PROJECT: The class is organized into a crew, alternating various management and labor positions. During the course of the year the crew builds three or four large sheds on job sites in the communtiy.

PHASE II - SUMMER ENVIRONMENTAL EDUCATION CONSTRUCTION PROGRAM FOR DISADVANTAGED YOUTH: Shed Project students qualify for CETA funds and participate in a variety of construction projects along with non-handicapped youngsters.

PHASE III - SOLAR HORTICULTURAL PREVOCATIONAL PROGRAM FOR STUDENTS WITH SPECIAL NEEDS: This project expands the skills learned in the construction cluster by introducing horitcultural occupations. The phase includes the construction of a solar greenhouse together with necessary greenhouse equipment and horticultural operations.

The community is involved in all phases, both in helping the program along and in benefiting from what the students do. Community involvement takes many forms, from providing construction materials, to serving as resource people, to helping evaluate the quality of student work.

Although CETA and Title IV funds are used for this program, costs can be modest. Shed construction is financed from profits realized and a $5,000 grant contributed by members of the community helps finance the greenhouse.

Implementation:

There are a variety of projects students can undertake if there is no demand for sheds within the community, i.e., building boathouses, maintaining school buses, and urban renewal projects. The following are key factors which every program should preserve:

MAKE IT "REAL" - The project should result in a product of genuine usefulness for the school, company or community.

PROVIDE OPTIONS - Provide a variety of activities which will sustain interest and enable all students to experience success.

ASSURE DIVERSITY AND RESPONSIBILITY IN STUDENT ROLES - Students should share the responsibility for making rules, setting procedure, monitoring performance and assuming a variety of roles.

CAPITALIZE ON OPPORTUNITIES TO LEARN ABOUT A VARIETY OF CAREERS - Students should have a chance to meet builders, engineers, architects, and workers in the skilled trades as well as managerial and professional workers.

KEEP CAREFUL TRACK OF PROGRESS - Careful monitoring of student progress will help not only in determining who is entitled to what rewards, it will also allow for the early identification of problems and facilitate discussion and resolution.

INVOLVE THE OFF-CAMPUS WORLD - There are a variety of involvements — employers at whose construction sites students work, persons skilled in trades or professions related to the work students are doing, other students, retired persons, community action groups, and others. This adds to the realism of the enterprise, and perhaps more importantly, prepares the student for the mainstream of the world.

INVOLVE SCHOOL STAFF WITH A VARIETY OF SKILLS - Special, vocational, or academic teachers, and others can accomplish more working together than alone. In each phase of the program reported here, staff combined their skills effectively.

STEP-INTO-BUSINESS

Started 1975

Description: Step-into-Business is a credit course offered through the business education and social studies departments. It involves alternating weeks of in-class study and on-site business visits.

Location: Miami, Florida

Sponsor: School Volunteer Program of Greater Miami

Participation: *high schools in district:* 23
high schools participating: 4
students participating: 40 per semester

Start-up Budget: $20,000.00 (approximately)

Annual Budget: $10,000.00 (Does not include in-kind services)

Staffing: 1 Full-Time Staff Member

Objectives:

1. Encourage open communication between members of the business community and the educational system.
2. Provide high school students with relevant, first-hand information about the principles and operations of business.
3. Provide the students with an opportunity to evaluate the day-to-day realities of the free enterprise system.
4. Acquaint the students with the broad spectrum of career opportunities available to them and give insight as to how to prepare for them.
5. Provide a way for members of the business community to directly influence the attitudes, learning experiences, and habits of students who will be tomorrow's work force and business leaders.

Structure:

Step-into-Business is typically an eighteen week credit course for high school students. Five hours of preliminary classroom study covers four basic types of business (small, service, financial, big) and is interwoven with 20 to 40 hours of on-site visits.

Business volunteers prepare on-site educational programs, with the help of a Step-into-Business Specialist, and later evaluate students using prepared forms also provided for them.

Students are given field assignment forms to help them prepare questions before and summarize notes after each on-site visit. They also complete "Student Evaluation of Business Visit" forms.

Grading for this credit course is done by classroom instructors based on student compliance with rules, completion of all requirements and evaluation by business representatives.

WEEKS		WEEKS		WEEKS	
1-2	In-class orientation study of small business unit. Speakers: small business owners. Films.	7-8	On-site visits to four service organizations. In class feedback sessions.	13-14	In class study of big business. Speakers: reps. (ex., IBM, DOW Chemical). Films.
3-4	On-site visits to four small businesses. In-class feedback sessions and reports.	9-10	In class study of financial unit. Speakers: financial reps. (ex., stockbroker, banker, insurance rep.). Films.	15-16	On-site visits to four big businesses. In-class feedback sessions and reports.
5-6	In-class study of service unit. Speakers: Service organization reps. (ex. FP&L or Southern Bell).	11-12	On-site visits to four financial institutions. In-class feedback and reports.	17-18	In-class evaluations, testing.

Implementation:

The success of this program depends upon the cooperation of each participant involved.

CLASSROOM TEACHERS select students for the class, provide in-class information prior to business involvement, record student attendance, and sign students out for scheduled business appointments.

BUSINESS VOLUNTEERS set aside allotted time for student visits, provide educational programs for on-site learning and generally become examples of good business procedures.

PARENTS are informed by teachers of child's interest in the program and must sign and return a permission form before any student is permitted to become part of this program.

STUDENTS attend class, provide transportation to and from business appointments, and arrive punctually and appropriately dressed for business appointments.

VOLUNTEER PROGRAM STAFF accepts the major responsibility for the coordination of the total program. The staff must:

1. provide necessary communication between schools and businesses;
2. recruit businesses and provide them with necessary information about the program;
3. provide initial orientation, training and feedback as needed for businesses, students, and instructors;
4. provide ideas for materials and resources to enrich the course;
5. schedule business appointments for students;
6. evaluate and improve the program to better meet its goals;
7. express appreciation to participating volunteer businesses.

STUDENT VOLUNTEER/WORK PROJECT (SV/WP)

Started 1978

Description: SV/WP provides career counseling to low-achieving disadvantaged high school students, exposes them to employment possibilities, and locates volunteer work placements to help them develop marketable skills. These skills are then applied to paid work opportunities.

Location: New York City

Sponsor: New York City School Volunteer Program, Inc.

Participation: Park West High School (Inner-city school with a predominantly minority population)

students: 140

Start-up Budget: $24,000.00

Annual Budget: $24,000.00

Staffing: One Coordinator (40 hours per week)
Regular Staff and Services.

Objectives:

1. Offer individualized tutoring to students to improve reading and/or math skills.
2. Develop a career counseling program for high school students.
3. Locate volunteer placements to develop marketable skills which can then be applied to paid job situations.
4. Establish a network of support from businesses and social service agencies to maintain an on-going resource of job openings.

Structure:

The SV/WP is one of several special projects of the New York City School Volunteer Program. Emphasis for this project is placed on in-school individualized interaction between students, the career counseling coordinator, and volunteers.

Implementation:

Volunteerism has proved to be an effective vehicle for providing students with the opportunity to develop, test and extend their interests, skills and talents.

The following procedures aim at insuring each participant a worthwhile learning experience:

1. The career education project is an in-school program. Students are recruited on site.

2. Students select a volunteer assignment at one of many participating non-profit agencies.
3. Students are placed in daycare centers, hospitals, nursing homes, schools and museums. They are required to give a minimum of four hours a week.
4. Each volunteer assignment is approached as if it were a paying job. Training is provided to help improve the student's performance in the following areas:
   - the interviewing process;
   - filling out applications;
   - arranging for appointments;
   - applying for working papers;
   - writing resumes; and
   - determining appropriate vs. inappropriate work behaviors.
5. Basic skills development is also provided for student participants through one-to-one tutoring by adult volunteers of the School Volunteer Program.
6. Monthly career counseling sessions are scheduled for the purpose of sharing and critiquing placements and providing on-going career awareness and development.
7. In addition, school volunteers on released time from their companies provide one-to-one counseling in the area of career development. They serve as role models for program participants who wish to make the adjustment from student to employee.
8. The program coordinator follows up on interviews and placements, contacts agencies for progress reports, makes site visits and requests student evaluations.
9. Based on the total number of hours given to community service, students receive academic credit.
10. References are maintained for each student to be used for future job applications.
11. In an effort to allow students to transfer work skills - behaviors acquired through volunteer service - participants are assisted in finding part-time and summer employment.

Project activities take a variety of forms. For example:

Twenty students served as volunteer job developers for the National Alliance of Business and approached corporations for summer job pledges for themselves and fellow students.

Students participated in an employment workshop organized by the School Volunteer Program, the National Alliance of Business and Citibank. A bank personnel administrator explained how to read want ads, fill out applications, and write resumes.

A lecture series on economics, given by an executive from General Accounting Service of New York State, introduced students to the financial realities of today's society.

VOLUNTEER CAREER COUNSELING PROJECT (VCCP)

Started 1978

Description: VCCP is a program which provides individualized interaction between business community volunteers and 10th and 11th grade students in Boston schools.

Location: Boston, Massachusetts

Sponsor: School Volunteers for Boston, Inc. (SVB)

Participating: *high schools in district:* 24 +
high schools participating: 12
students participating: 1,000 +

Start-up Budget: $22,000.00

Annual Budget: $22,000.00

Staffing: 1 Coordinator (20 hours per week)
1 Recruiter (18 hours per week for 3 months)
SVB Staff

Objectives:

1. Develop a program of comprehensive career counseling by community volunteers for high school students.
2. Provide linkage between secondary school administrators, guidance and career education counselors and the Boston business community.

Structure:

School Volunteers for Boston acts in an executive directorship capacity and provides support staff for the Advisory Committee as well as the project activities.

An Advisory Board, composed of representatives from the Boston City Schools, community-based organizations, universities, and businesses facilitates implementation of project activities.

Retired people and business community volunteers, on released time, participate in this program and help create the career counseling and exploration units which involve employees from many different job fields and levels within their companies in in-class situations.

Emphasis is placed on in-school, individualized interaction between students and volunteers, but where it is feasible and appropriate, field trips and employment-site visits are included.

Individual school differences make it necessary to structure each school program differently. The following factors are considered:

- local career opportunities;
- student career interest;

- the nature of volunteer expertise;
- availability of public transportation;
- school schedules.

Project activities take many forms including:

50 Hyde Park High School students participated in an employment workshop organized by SVB and the First National Bank of Boston. Twelve volunteers from various businesses throughout Boston helped students with the filling out of job applications and interviewing techniques.

Two volunteers from a traveling production of the *Sound of Music* offered counseling and information about theatre arts to 20 students.

At the Jeremiah Burke High School, a volunteer expert in *Business/Marketing* is assisting students in the distributive education class to identify skills and interests that are important to a successful business career. Another volunteer is performing similar services with students in printing and accounting.

Implementation:

Because VCCP is a natural outgrowth of the School Volunteers for Boston, Inc., the paid coordinator for each of the nine school districts served becomes the key person in the program's implementation. (These coordinators are certified staff.)

The following procedure exists for bringing the services of career volunteers to students:

1. Individual teachers request specific programs to supplement a particular curriculum.
2. A completed "Request for Resource Speaker" form is sent, through the district coordinator, to SVB.
3. If the coordinator cannot fill a request through the already identified resources, the program recruiter attempts to find a new volunteer for the teacher.
4. Final placement, confirmation, and follow-up evaluation are all the responsibilities of the district coordinator.

The most productive efforts have been accomplished when SVB staff works with career education teachers and staff who are quick to recognize the natural counseling potential of volunteers from the world of work.

Resources

- *Baltimore's Adopt-a-School Program: A Fruitful Alliance of Business and Schools*

  Otto F. Kraushaar, Baltimore, Maryland, 1978. Free

This book is a description and evaluation of Baltimore's Adopt-a-School project, a joint effort of the Baltimore business community and the Baltimore City school system. It is a unique program in that it concentrates on grades four through eight.

Write to: Greater Baltimore Committee, Inc.
Suite 900, Two Hopkins Plaza
Baltimore, Maryland 21201

- *Corporate Action in Public Schools*

  San Francisco Schools Volunteers, San Francisco, California, 1978. $5.00

This is a manual for implementing a corporate released time program. It includes a needs assessment model, recruitment techniques, follow through suggestions and program evaluation forms.

"We Also Learn," San Francisco School Volunteers, San Francisco, California.

Rental fee $25.00

This is a 16mm film developed through AT&T Long Lines. It depicts corporate employees in action in the schools.

Write to: San Francisco School Volunteers
135 Van Ness Avenue, Room 20B
San Francisco, California 94102

- *It's Working... Collaboration In Career Education*
  Office of Career Education, U.S. Office of Education, Washington, D.C., 1979. $4.75

This is a collection of activities which encourage collaboration between educators and the community. Each activity description contains tips for implementation, materials needed, evaluation data on the effectiveness of the activity, and an estimate of the cost involved. The activities are practical and inexpensive.

Write to: U.S. Government Printing Office
Document Department
Washington, D.C. 20402
Stock # 017-080-02020-3

- *Programs to Combat Stereotyping in Career Choice*
  American Institute for Research, Palo Alto, California, 1980. Include $1.06 for postage.

The programs in this book are aimed at eliminating stereotyping of sex, race and the handicapped in career education. Most of the programs encourage community participation in various forms. Each program contains a detailed description and the name and address of the contact person.

Write to: American Institute for Research
P.O. Box 1113
Palo Alto, California 94302

NSVP

Who We Are:

The National School Volunteer Program, Inc., is a non-profit organization, headquartered in Alexandria, Virginia. It is a membership association governed by a national board of directors with a distinguished National Advisory Council. Its members are directors of school volunteer programs, volunteers, teachers, principals, superintendents, businesses, universities and other individuals and organizations who believe that school volunteers make a significant contribution to our nation's schools.

What We Do:

School volunteers help in the classroom and the library. They work with handicapped children and assist with extra-curricular activities. Trained school volunteers work with children individually and in small groups to reinforce concepts and give children more personalized attention. They provide enrichment by sharing their hobbies, talents and experiences. Older school volunteers who serve as Living Historians are interviewed by children about events they have experienced personally. Volunteers build a two-way bridge between the school and the community, creating more support for school programs and developing increased interaction. School districts with tight budgets and growing pressure to improve student achievement levels are learning that reliable, trained volunteers, teamed with educators, make significant contributions.

NSVP helps its members to improve and strengthen their school volunteer programs by sharing ideas for recruitment and training, program evaluation, public relations and other aspects of management. NSVP conducts training workshops and conferences to facilitate sharing of techniques and materials.